A Comparative Study of Maharashtra State Board and CBSE Syllabii of Class X.

A Synopsis Submitted To SRTM University, Nanded

ForPh.D. Degree in Education.

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1. Introduction:-

"Education is the most powerful weapon which you can use to change the world." Nelson Mandela

An education board is a group of experts, trustees in the field of education who help in determining the education policy for the area, region or state that they govern. In our country, while CBSE (Central Board of Secondary Education) is an autonomous body that comes under the Union Government of India and determines the educational curriculum and exam schedules for schools over the entire country, every State Government has its own education board too to determine the policies and curriculum for the schools in that state.

These boards differ in many aspects such as :

1. Difference in mode of instruction and exposure for each state
2. Difference in applicability- Schools registered with a Board have to follow the guidelines given by the board.
3. Difference in categorization of syllabus is done by CBSE board for the entire country whereas each state board works according to a syllabus designed and categorised by the 'Department of Education' of the state government which may or may not change in the next academic year.
4. Difference in consistency in that the CBSE students can shift to any CBSE school throughout the country but it becomes difficult for a state board student.
5. Difference in updates and reviews CBSE board is deemed to be much better than its state-specific counter parts because of its experienced members and their routine of customary syllabus review and update cycles.

What I envy most about you and everyone else heading back to school is the certainty of it all. You have got a prescribed set of requirements to guide you through the next few years. Focus your energy on the completion of those assignments and you will succeed. Guaranteed. Where is my syllabus to guide me through my life.

Megan Mccafferty

2. Need of the study :-

Education plays an essential role in the overall personality development of individual. What is more important is provision of quality education rather than opening schools without taking care about quality issues. With the passage of time it was realized that education is necessary for all without any discrimination on the basis of caste and creed. Gradually various national, international and state boards and organizations of school education came into existence to serve some or the other purposes. The available literature shows that though various aspects of education have been studied in the context of the quality issues, but what is lagging behind is the study on the role played by various boards offering education with special emphasis on the various components of curriculum, viz. syllabus, pedagogy, examination and evaluation, accreditation and affiliation standards.

In this light an attempt is made to conduct a comparative study of two Boards namely - CBSE and Maharashtra State Board under certain broad aspects such as curriculum, syllabus, pedagogy, examination and evaluation, accreditation and affiliation and to find out some of the practices in the schools.

This study focuses on the following broad aspects.

1. Curriculum is the base of the education system.
2. Alarming exodus of the students from State Board schools to CBSE schools needs to be reviewed.
3. Vast investments are made by the government for developing infrastructure, recruitment of teachers, etc.
4. As such there is a need to stop the students going out of the Sate Board schools,
5. If a proper assessment is made and alternative steps are taken, this trend can stop.
6. This study is a step towards suggesting ways and means that can be used by both Boards to improve the quality of education for the betterment of the society.

3. Statement of the problem

A Comparative Study of Maharashtra State Board and CBSE Syllabii of Class X.

4. Definition :

4.1. Conceptual Definition :

1. Syllabus: A syllabus is an outline and summary of topics to be covered in a course.
2. Board : Board is a council convened for business; a number of persons appointed or elected to sit on a committee.
3. Mahashtra State: It is one of the states of Indian Union where Marathi is the mother tongue of majority of the population.
4. CBSE : Central Board of Secondary Education
5. Class X: Highest class in a Secondary School

4.2. OPERATIONAL DEFINATION :

1. Syllabus: Syllabus followed by CBSE and State Boards.
2. Board :The Governing body of the CBSE and the Maharashtra State Education Department.
3. Mahashtra State: It is one of the states of Indian Union where State Board syllabus is followed.
4. CBSE : Central Board of Secondary Education is an autonomous body governed by the board members, which follows a uniform system of education throughout the Union of India.
5. Class X: Matriculation is considered the first major step of certification of proficiency development.

5. Objectives :

The primary objective of the study is a comparison betweenMarathi and English Medium schools' teaching learning processes at elementary level and suggest suitable steps to improve the quality of education in both media.

Accordingly, the following specific objectives are laid down:

1. To check the utility of the syllabus.
2. To study the advantages and disadvantages of both Syllabii
3. To compare the similarities and dissimilarities.
4. To check the outcomes of both streams.
5. To suggest guidelines to select and relying on the particular syllabus.
6. To attempt analysis of the textbooks prescribed for State Board and CBSE.
7. To obtain statistical measures of the performances of State Board and CBSE teachers and students on the Proficiency Tests.

6. Hypothesis of the study :-

The following hypotheses shall be tested under the present study.

1. CBSE syllabus is by far better than State Board syllabus.
2. The State Board and CBSE textbooks influence the respective performances of the students.
3. Values of performance scale varies from State Board to CBSE schools.
4. Preference in admission is given to CBSE students for higher studies.

7. Scope of Study :-

1. This study is related to Latur District Maharashtra State Board and CBSE schools.

2. This study covers two years process of teaching learning from academic year 2018 – 19 to 2019 – 20.

3. During the above said period role of the syllabus of 10th class in State Board and CBSE schools will be assessed with the help of available data and performance tests to be conducted.

4. Connectivity of the State Board and CBSE syllabus of 10th class with the higher studies will be assessed.

8. Limitations :-

1. The study is limited to Latur District only.

2. A sample of only 1 State Board school and 1 CBSE school is considered for the comparative study.

3. The data collection is also based upon the questionnaire and interviews, etc. This primary data may not be fully authentic. As a result the correctness of the conclusions drawn may not be assured.

9. Methodology :

1. For accomplishing the above objectives and to test the hypotheses set out, both primary and secondary data will be collected
2. Sample:- For the present study stratified random sampling method will be selected.

` 3. Data Collection - Primary Data

9.1. Research Tools :

i. Official Data: Official data relevant to the study will be collected from the 10th class syllabiiof1 State Board school and 1 CBSE school.

ii. Interview Schedule for the Headmasters :An interview questionnaire for the Headmasters of the both boards schools will be prepared to obtain a profile of the academic backgrounds of state board and cbseof10 thclass students.

iii. Interview Schedule for the Teachers : An interview questionnaire for the teachers will be prepared to obtain a

profile of the problems and prospects of teaching as experienced by them in the present scenario of Teaching the subjects.

vi. Content of textbooks: direct referring of the text books of the both boards of all subjects of class 10 th.

v. Proficiency Tests for the Teachers and Students: To suit the purpose of the study.

vi. Direct interviews and discussions and telephonic communication will also be used to collect data.

9.2.Data Collection–

1. Secondary Data : Secondary data in the form of information necessary for the successful completion of the study will be collected from the concerned Government offices. For theoretical premises of the study, various books, journals, periodicals will be referred from various libraries.

2. The data collected through official records and from the interview schedules for the headmasters and the teachers of sample schools will be tabulated, where necessary, analysed, and interpreted for drawing the primary inferences.

3. The data obtained through proficiency tests for the teachers and the students will be analysed.

10. Tentative Time table

Sl. No.	Duration	Work
1	Dec 2017	Selection of Topic and submission of synopsis
2	Feb 2018	Study of related literature
3	Oct 2018	Data Collection
4	Jan 2019	Analysis of Data collected
5	May 2019	Testing Hypothesis
6	Oct 2019	Chapter wise writing of the research
7	Dec 2019	Preparing recommendations
8	May 2020	Rechecking of thesis
9	Sep 2020	Submission of thesis

11. References :-

1. National Curriculum Framework (2005); National Council for Educational Research and Training, New Delhi.

2. SCERT Maharashtra class X text books.

3. CBSE class X text books.

4. NUEPA (2010), DISE Key Indicator 2008-2009, National University of Educational Planning and Administration, New Delhi.

5. NCERT (2008), Source Book on Assessment for Class X.

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